



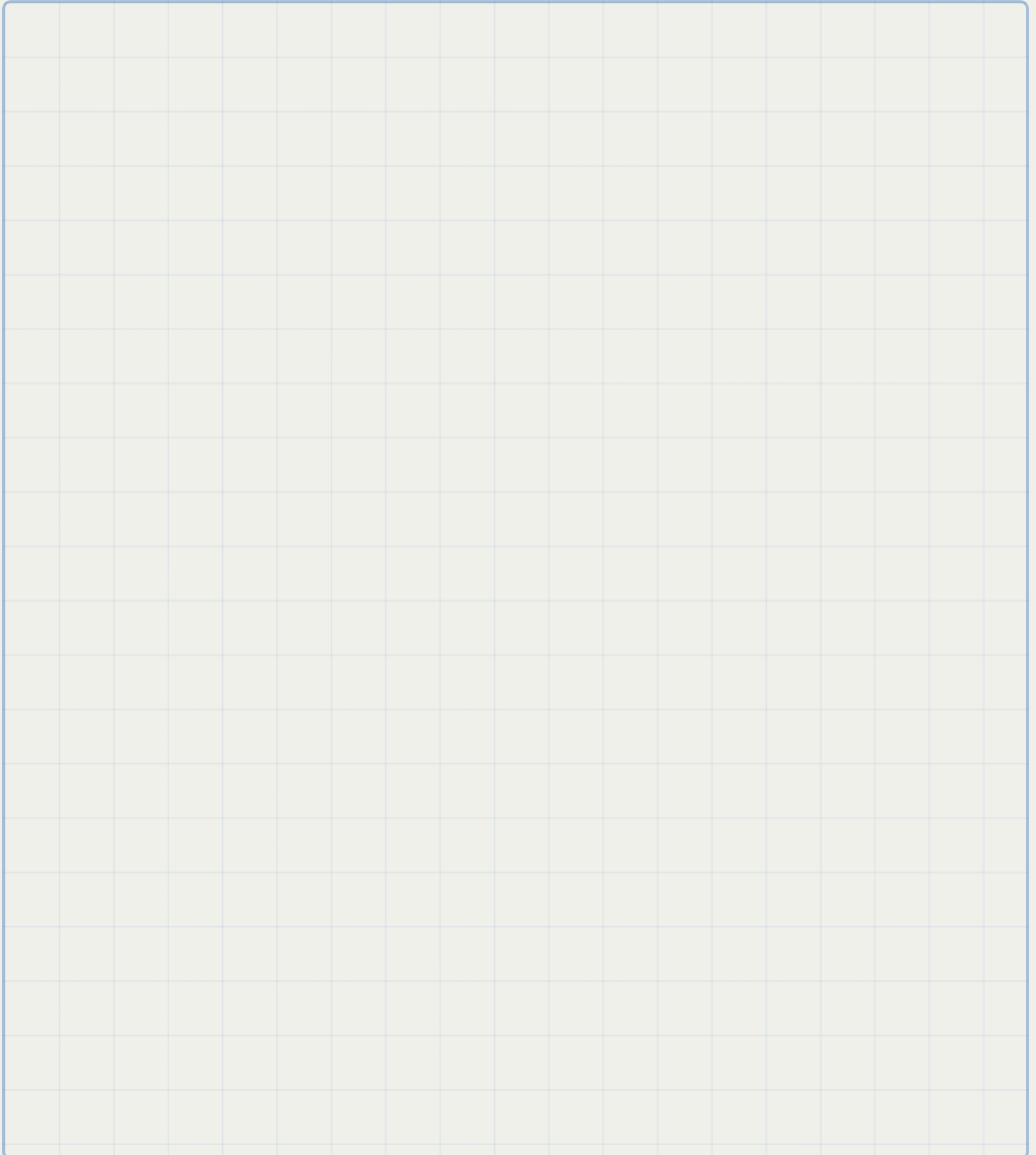
Crosswind Circuits

CASA Recreational Pilot License (Aeroplane) – Lesson 19, Pre-flight Briefing Notes

These notes help you plan and run an interactive **whiteboard briefing** immediately before the flight – they are components to draw from, not a script to read.

My whiteboard and running order

Before the lesson, read the sections that follow, then come back here: note *your* running order and approximate timings, and sketch the whiteboard you'll draw – your aerodrome, today's runway and wind, the circuit pattern with drift corrections marked, and the exercise sequence. For inspiration, see the [NZ CAA Flight Instructor Guide whiteboard for Crosswind circuits](#).



Using these notes

The theory is done and the student understands what a crosswind does to the aircraft – now the task is to frame what they will **see, feel, hear, and do** in the air today. Keep the brief to about **15 minutes** at the whiteboard, working interactively: **ask, draw, and listen** rather than present.

The components (choose your own order on the planning page):

Component	~ time
The aim of the flight	1–2 min
Today's flight – whiteboard walk-through	4–5 min
Threats and how we'll manage them	3 min
Airmanship emphasis – directional control	3 min
Questions, then fly	1–2 min

The aim of the flight

Ask – "From the theory: what are we setting out to do today?"

Expect – in the student's own words:

- fly **crosswind take-offs** with correct into-wind aileron and centreline tracking
- fly **crosswind circuits** with appropriate heading corrections on each leg
- land using **crab-and-align** – crab on final, align with rudder in the flare and drop the upwind wing slightly, upwind wheel first, with directional control on the roll
- review **engine failure after take-off** and **engine failure in the circuit area**

Write the aim on the board – it anchors everything else.

Today's flight – whiteboard walk-through

Draw – the aerodrome, the runway in use, today's wind as an arrow at the correct angle, and the circuit pattern showing where drift corrections are applied:

- Runway: _____ Circuit direction: _____
- Wind: _____ ° at _____ kt Crosswind component: _____ kt
- CTAF / frequencies: _____
- Who handles the first take-off: _____ (you demonstrate first, student follows)

Draw – the exercise sequence as a ladder:

1. **Crosswind take-off** – full into-wind aileron before roll; reduce as speed builds; crab after liftoff
2. **Crosswind circuit** – heading corrections on downwind; early/late base turn to compensate
3. **Crosswind landing** – crab on final (heading into wind, wings level); align with rudder in the flare, dropping the upwind wing slightly; upwind wheel first; nose wheel firmly down; into-wind aileron on roll
4. Repeat circuits – student takes control progressively
5. **EFATO review** – simulated (from briefing in Lesson 9)
6. **Engine failure in circuit area** – simulated (from Lesson 9)
7. Return to park

Ask – "As we align in the flare, which wheel touches first?"

Expect – the upwind (into-wind) main wheel; the nose and other main wheel follow as speed reduces and bank is relaxed.

Ask – "What's your crosswind limit for today?"

Expect – the student to name a number. If they haven't thought about it, set it now: begin with 8–10 kt and revise upward with confidence over subsequent lessons.

Threats and how we'll manage them

I'M SAFE and PAVE are standing checks before **every** flight — by now the student runs them rather than being taught them.

Ask — "Run me through your I'M SAFE — any flags today?"

Expect — honest self-assessment. Circuits are workload-intensive; **Fatigue** and **Stress** reduce the precision that crosswind landings demand.

Ask — "Apply PAVE to today's flight."

Expect — Pilot, Aircraft, enVironment, External. Listen especially for:

- **enVironment** — crosswind component within limits? Gusty? Cloud base affecting circuit height?
- **External** — any pressure to complete despite conditions (instruct them to name it and discard it)

Draw — list the genuine threats you and the student identify for *this* flight:

- ---
- ---
- ---

Ask — apply **TEAM** to each: "What are our options?"

- **Transfer · Eliminate · Accept · Mitigate**

Threats likely to surface: crosswind at or near personal limit (mitigate — set the go-around threshold); gusty conditions (accept with mitigations — hold approach speed + 5 kt, go-around if crabbed at threshold); task saturation (mitigate — clear role sharing, student asks before taking control).

Airmanship emphasis – directional control

This lesson's focus: **the go-around decision, and the landing roll.**

The go-around threshold:

Before every circuit, set a concrete threshold – not "if it doesn't feel right" but a specific condition: *"If we are still crabbed and drifting below 200 ft and I can't hold the centreline, we go around."* Name the condition before the approach, not during it.

Ask – "What are the three signals to go around in a crosswind?"

Expect – the student to offer some; complete the list together:

1. Unstabilised on final (significant drift uncorrected below 500 ft)
2. Crosswind component has increased since the last circuit (windsock has changed)
3. Not comfortable at the threshold – *any* discomfort is enough

The landing roll:

Draw – the landing roll as a sequence: touchdown → roll → slow → taxi speed.

Reinforce: the into-wind aileron **increases** through the roll as aerodynamic effectiveness falls with speed. Many students relax it too early.

Loss of directional control during the roll is the most common cause of runway excursions. The technique doesn't end at touchdown – it continues until the aircraft has stopped.

Questions, then fly

Ask – "Any questions before we head out?"

Quick recap as you pack up the whiteboard:

- Crosswind component: _____ kt – within all three limits?
- Crab on final: heading into wind, wings level; align with rudder in the flare
- Landing roll: nose wheel firmly down; rudder and brakes against weathervaning; full aileron by taxi speed
- Go-around threshold: _____

Confirm who handles the taxi and the first take-off, and go flying.